

# Marking & Feedback Policy

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Adopted by: Larkwood LGB

Date: September 2014

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Signature of Chair of Governors: \_\_\_\_\_

## Aims and objectives

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Larkswood Primary School recognises that marking and feedback are an integral part of assessment for learning and need to focus on helping pupils learn how to improve and move their learning on and must inform planning. It is therefore important that all staff, pupils and parents have a common understanding of how work is marked and feedback given so that children's books demonstrate that teaching over time is good or outstanding.

## Effective marking

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At Larkswood we use the 'Effective Marking' scheme to respond to children's learning effectively and to:

- *Motivate children in a meaningful way*
- *Encourage interaction between the child and teacher*
- *Make every child feel valued and confident in their learning*
- *Promote interaction between children (e.g. peer-assessment)*

## Use of stickers

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Marking stickers should be used to celebrate children's work and to assess their learning against the lesson objectives and success criteria.

Stickers may also be used to give the children targets in order to move their learning on. Stickers are to be used in KS1 (and where children in KS2 are working below Level 3) to display date, Learning Objectives and Success Criteria.

In addition to using stickers it is essential that the children receive and respond to personalised comments from teachers resulting in a meaningful learning dialogue between pupil and teacher.

## Expectations

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### Literacy

There should be at least 2 quality pieces of written work plus a 'Big Write' in Literacy books every week. Each week books should contain:

- Self and Peer assessment at least once a week
- A detailed response from the teacher including next steps and green pen questions should be used at least once a week.
- In addition to this the 'Big Write' will be marked against the criterion scale every other week.

### Numeracy

There should be at least 3 quality pieces of written work in Numeracy books every week.

Each week books should contain:

- Self and Peer assessment at least twice a week
- All calculations should be marked (by the teacher and/or the children). If marked by the children teacher should assess the outcomes and respond to the learning.
- A detailed response from the teacher including next steps and green pen questions should be used at least once a week.

## IPC/ Science

- There should be at least two written pieces of learning evident for Science and IPC per week.
- Marking should include next steps and green pen questions.

## Pupil Response to Feedback

Teachers should plan an allocated time at the start of the next lesson for the children to respond to the teacher's comments in green pen and/or complete peer and self-assessment.

## General

All children's work, including homework, should be acknowledged and valued.

## EYFS

In the early years stickers are used to inform parents of children's learning so they can support children at home. In reception effective marking stickers are used in their literacy and Read Write Inc books to celebrate work and identify next steps.

- Learning Diaries in the EYFS allow children and parents to have regular opportunities to contribute and read the learning diaries and discuss their learning therefore allowing pupil and parent voice and development of children's next steps in their learning.

## Use of Symbols in Marking

ws	with support
I	independent
V	verbal feedback
sp	spelling error
p	punctuation error
g	grammatical error
_____	this doesn't make sense
//	new paragraph
✓✓	I really like this
c	correction (as opposed to a cross)

The following criteria will be used during all book looks:

Outstanding	<ul style="list-style-type: none"> <li>• Strategies exist to acknowledge/celebrate the achievement of targets</li> <li>• Children are involved in setting targets for improvement</li> <li>• There is a very good level of response to personalised comments from teachers</li> <li>• There is some subsequent response from the teacher</li> <li>• Comments from the teacher are particularly focused and diagnostic, revealing very good subject knowledge</li> <li>• Children actively demonstrate understanding of targets set</li> </ul>
Good	<ul style="list-style-type: none"> <li>• All children are set relevant, accurate targets on a regular basis</li> <li>• Self-assessment is a regular activity: children know what they are good at and what they need to do to improve</li> <li>• Children revisit and respond to previous learning through written, post-task questions</li> <li>• Children respond to personalised comments from teachers</li> </ul>
Satisfactory	<ul style="list-style-type: none"> <li>• There is sufficient work in the children's books to allow marking to have impact (reflecting a well-planned curriculum)</li> <li>• Work is marked regularly</li> <li>• Children know how well they have done in relation to the objective</li> <li>• Marking helps to build confidence</li> <li>• The majority of marking is about recognising success</li> <li>• Some relevant targets are set</li> <li>• The teacher's handwriting is easy to read</li> <li>• The teacher's spelling and use of Standard English is accurate</li> </ul>
Inadequate	<p>Marking is likely to be inadequate if it does little to help children to improve. The key features of inadequate marking are the opposite of satisfactory marking:</p> <ul style="list-style-type: none"> <li>• Work is not marked regularly</li> <li>• Marking is not linked to the objective</li> <li>• Marking does not help to build confidence</li> <li>• The majority of marking is not about recognising success</li> <li>• No relevant targets are set/ targets are poorly chosen</li> <li>• The teacher's handwriting is not easy to read</li> <li>• The teacher's spelling and use of Standard English are inaccurate</li> <li>• Work is marked incorrectly</li> <li>• The advice given to children is inaccurate</li> <li>• There is insufficient work in the children's books to allow marking to have impact</li> </ul>